Wisconsin Principal Effectiveness Rubric

The Wisconsin Principal Practice rubric includes two main leadership domains represented by 5 leadership components. The two domains are *Teacher Effectiveness* and *Leadership Actions*. The Teacher Effectiveness domain emphasizes the important influence effective leaders make on two components which are key drivers of student and organizational learning: human resource leadership and instructional leadership. The Leadership Actions domain includes three components: personal behavior, intentional and collaborative school climate, and school management. The components are identified by 23 elements that specify leadership competencies and each includes a 4 level rubric with descriptions of leadership actions along a continuum from ineffective to highly effective practice. Together, the elements, components and domains are designed to help guide principal leadership development across the career spectrum and to assess principal effectiveness.

Domain 1: Teacher Effectiveness

Effective school leadership builds, sustains and empowers effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, effective principals use strategies to hire, evaluate and support effective teachers; and as instructional leaders, they establish and maintain a school wide vision of high quality and rigorous instruction for all students.

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1.1 Human Resource Leadership As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.				
1.1.1 Recruiting and Selecting	• Does not have an identifiable recruitment or selection process OR • Rarely or never uses evidence/data of effective teaching as a factor in recruiting, hiring, or assigning decisions • Rarely or never applies the school's vision/mission to recruiting and selecting decisions	• Inconsistently uses evidence/data of effective teaching as the primary factor in recruiting, hiring, and assigning decisions • Brings forward candidates for selection/hiring that have the potential to be proficient performers • Inconsistently applies the school's vision/mission to recruiting and selecting decisions	• Utilizes HR systems and approaches to recruit, hire, and select effective staff • Aligns human resource decisions with the vision and mission of the school • Consistently uses evidence/data of effective teaching as the primary factor in recruiting and selecting decisions • Decisions reflect focus on selecting an effective, diverse team	• Utilizes HR systems and approaches to recruit, hire, and select highly effective staff • Aligns human resource decisions with the vision and mission of the school • Consistently uses evidence/data of effective teaching as the primary factor in recruiting, hiring, and selecting decisions • Decisions support the creation of a highly effective and ethnically diverse team that also includes other aspects of diversity, such as divergent thinkers. • Builds relationships in the profession/district to actively seek talented, highly qualified staff
1.1.2 Strategic	• Assigns some staff to	• Assigns teachers and staff to	• Assigns teachers and other	• Strategically assigns teachers and

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Assignment of Teachers and Staff to Positions in School[1]	positions for which they are not qualified • Assignments do not consider student learning, teacher effectiveness or professional learning communities	positions based on qualifications, but may not consider student learning, academic needs, or teacher effectiveness measures in the staffing process • There is some attempt to create professional learning communities, but the PLCs are not based on teacher strengths	instructional staff based on qualifications, and demonstrated effectiveness • Assigns support staff to teachers, classes, and programs to maximize student achievement • Teachers are assigned to professional learning communities based on their individual strengths and group needs	other instructional staff based on qualifications, and demonstrated effectiveness to support school goals and maximize student achievement • Strategically assigns teachers to professional learning communities and other teams based on individual teacher strengths • Assigns support staff to teaching teams, professional work groups, and other teams that are based on individual staff strengths • Staffing process serves as a model for other schools and the district

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[1] This component is applicable if principals have authority to make these decisions

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1.1.3 Evaluation of Teachers	• Does not allocate the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building • Does not differentiate teacher performance or feedback using the evaluation process • Fails to follow all processes outlined in the district evaluation plan for staff members • Rarely uses evaluation results for individual or school professional development	• Allocates minimal time and/or resources to evaluate every teacher in the building • Partially differentiates teacher performance using the evaluation process as evident by variations in performance ratings and related feedback • Follows most processes and procedures outlined in the district evaluation plan for all staff members • Inconsistently uses evaluation results for individual and school professional development	• Allocates the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building • Credibly differentiates teacher performance using the evaluation process as evident by variations in performance ratings and related feedback • Follows all processes and procedures outlined in the district evaluation plan for all staff members • Consistently uses evaluation results for individual and school professional development	• Gives teachers clear, actionable feedback based on their evaluations • Develops capacity of staff to reflect on their own practice • Staff takes responsibility for improving own performance over time • Creates systems for peer support to reflect upon, analyze, and refine teaching practices • Uses evaluation results to inform school improvement plan
1.1.4 Professional Development	• Provides learning opportunities unrelated to or uninformed by student data or student learning needs • Provides professional development that is not tailored to meet staff needs • Provides professional development that is not	• Provides generalized learning opportunities aligned to the professional needs of some teachers based on student data • Provides some professional development that is job-embedded • Makes sure some professional development is aligned to school improvement priorities	• Advocates for and provides learning opportunities to teachers aligned to professional needs based on student data and teacher evaluation results • Creates multiple structures for teacher learning, including job-embedded and large and small group professional learning along with collaborative learning teams • Makes sure most professional	• Implements collaborative, job-embedded professional learning systems that are frequently led by highly effective teachers • Efficiently and creatively provides professional learning opportunities that are aligned to individual and school improvement priorities and that maximize time and resources • Creates systems to monitor

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	job-embedded or aligned with school improvement priorities		development is aligned to school improvement priorities	professional development implementation and impact
1.1.5 Distributed Leadership	• Rarely or never seeks staff members for increased responsibility based on staff interest, qualifications, performance, and/or effectiveness • Rarely or never monitors completion of or progress toward delegated task and/or responsibility • Rarely or never provides support or mentoring to emerging leaders	• Inconsistently seeks staff members for increased responsibility based on staff interest, qualifications, performance and/or effectiveness • Monitors completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion of overall goal or project • Understands the importance of mentoring emerging leaders, but there is little evidence of support	• Frequently seeks staff members for increased responsibility based on teacher interest, qualifications, performance, and/or effectiveness • Monitors the progress towards success of those to whom responsibilities have been delegated • Provides formal and informal support, including mentoring, to emerging leaders	• Systematically seeks staff members for increased responsibility based on staff interest, qualifications, performance, and/or effectiveness • Monitors and supports staff in a fashion that develops their ability to manage multiple tasks and responsibilities • Develops, supports and encourages shared expectations for distributed leadership • Provides formal and informal support, including mentoring, to emerging leaders

1.2   Instructional Leadership

As instructional leaders, principals work with the school community to articulate an improvement vision that is shared by all and supported by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives.   They also create a culture of achievement by setting clear staff and student achievement expectations, monitoring the use of data for student growth, and maximizing time focused on instruction.

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1.2.1 Cultivating a Mission and Vision for ALL Students	• Fails to define a school-wide instructional vision and/or mission OR • Implements a school-wide instructional vision without cultivating commitment to ownership of the vision and/or mission, as evidenced by a lack of student and teacher involvement, awareness and buy-in	• Defines a school-wide instructional vision and/or mission • Implements a school-wide instructional vision with the involvement of some stakeholders , but the ownership of the school's vision and/or mission is not shared widely among other teachers, students and community members	• Implements a school-wide instructional vision with input from a broad representation of stakeholders • The mission and vision is visible, known and accepted by most students and staff	• Implements a school-wide instructional vision with input from a broad representation of stakeholders • The mission and vision is visible, known and accepted by almost all students and staff • Principal, students, staff, and community as a whole assume responsibility for the school's vision, mission and values
1.2.2 High Expectations for Academic Achievement	• Tolerates poor academic performance and/or student behavior • Fails to create academic goals or priorities or has created academic goals and priorities that are unambitious	• Sets clear expectations for student academics and behavior but occasionally fails to hold student to these expectations • Sets expectations but fails to empower students and/or teacher to set high expectations for student academic and behavior	• Sets clear expectations for student academics and behavior across all classrooms and holds students accountable to these expectations • Empowers teachers, staff and students to set high and demanding academic and behavior expectations for every student • Evaluates instructional program to monitor use of differentiated practice to meet diverse student needs • Provides access to resources which enable students to achieve their highest level of achievement	• Incorporates community members and other stakeholders into the establishment and support of high academic and behavior expectations • Benchmarks expectations to similar schools with high academic performance when appropriate • Creates or utilizes systems and approaches to monitor the level of academic and behavior expectations • Encourages a culture in which students are able to clearly articulate their diverse personal

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
				• academic goals • Goes beyond traditional structures to provide students with resources needed to succeed
1.2.3 Classroom Observations and Feedback	• Rarely or never observes teaching and learning • Does not use or reference teacher Educator Effectiveness rubrics to observe teaching and student learning • Rarely or never provides teachers with observation feedback	• Infrequently observes teaching and learning • Inconsistently uses teacher Educator Effectiveness rubrics to observe teaching and student learning • Provides observation feedback to teachers, but the feedback may not be timely or consistent	• Frequently observes teaching and learning • Consistently uses teacher Educator Effectiveness rubrics when observing teaching and student learning • Provides timely feedback that is specific and aimed at improving student outcomes based on observations, teaching rubric, and student performance data	• Frequently observes teaching and learning • Engages staff in setting purpose and goals for teaching observations for both individual and building level goals. Teachers may also seek opportunities to observe each other's practice • Ensures that administrators and peers observing teaching and student learning are applying the Educator Effectiveness rubrics • Uses observations to assess and provide feedback on individual practice, school climate trends and school instructional quality
1.2.4 Instructional Time	• Fails to establish clear guidance about the priority of instructional time as evidenced by frequent discipline and attendance problems and interruptions to the school day	• Attempts to promote sanctity of instructional time but is frequently hindered by school discipline and attendance problems, interruptions to the school day and lack of high expectations	• Successfully acts to protect instructional time by keeping teachers, students and staff focused on student learning and achievement and free from distractions	• Successfully acts to protect instructional time by keeping teachers, students and staff focused on student learning and achievement and free from distractions • Systematically monitors the use of instructional time • School community is empowered

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
				• to create innovative opportunities for increased and/or enhanced instructional time
1.2.5 Teacher Collaboration	• Fails to establish or support opportunities for collaboration • Discourages teamwork, openness, and collective problem solving	• Collaboration is encouraged, but is not accompanied by a clear or explicit focus on student learning and achievement • Inconsistently aligns teacher collaborative efforts to instructional practices • Uses informal/ad hoc common planning periods	• Establishes and/or maintains collaborative work groups • Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving • Aligns teacher collaborative efforts to the school's vision/mission • Provides common planning periods, some planning time is used for administrative issues rather than focusing on teaching and learning	• Actively participants with teacher collaborative teams to identify solutions to difficult problems • Provides leadership capacity to support development of highly effective professional learning communities • Systematically provides common planning periods with teaching and student learning at the center of the work
1.2.6 Data usage in teams	• Rarely or never organizes efforts to analyze data • Rarely or never applies data analysis to develop action plans	• Inconsistently collects data and coordinates team collaboration for data analysis • Inconsistently develops and supports others in formulating action plans for implementation that are based on data analysis	• Coordinates frequent and timely team collaboration for data analysis • Monitors the work of the teams to focus on usage of data for student growth in all student subgroups • Develops and supports others in formulating action plans for timely implementation that are based on data analysis for all students	• Makes data-based decisions a school-wide norm • Monitors the use of data in formulating action plans for student growth to identify areas where additional data is needed
1.2.7	• Teacher SLOs do not	• Teacher SLOs inconsistently	• Teacher SLOs meet the Educator	• Teacher SLOs meet the Educator

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Component	**Ineffective** **(1)**	**Minimally Effective** **(2)**	**Effective** **(3)**	**Highly Effective** **(4)**
Rigorous Student Learning Objectives	adhere to the Educator Effectiveness criteria for SLOs	meet the Educator Effectiveness criteria for SLOs	Effectiveness criteria align with school improvement goals • Teachers occasionally share results from SLOs and work together to strengthen SLOs based on results.	Effectiveness criteria • Teachers frequently share results from SLOs and work together to strengthen SLOs based on results. • Teacher SLOs serve as exemplary models for the district

Domain 2: Leadership Actions

Effective principals take leadership actions that set the stage for improved teaching and learning. They model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment that is focused on achievement for all learners, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2.1 Personal Behavior Principals model professionalism by exhibiting ethical and respectful behavior. They also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to improve performance.				
2.1.1 Professionalism	• Principal does not model professionalism or ethical behavior, and occasionally models behaviors counter to professional expectations • Rarely holds students and colleagues to professional, ethical, and respectful behavior expectations	• Expects students and colleagues to display professional, ethical, and respectful behavior, but inconsistently models positive professional or ethical behavior • Inconsistently holds students and colleagues to professional, ethical, and respectful behavior expectations • Inconsistently reflects on personal professional practice	• Expects students and colleagues to display professional, ethical, and respectful behavior at all times and takes swift action when inappropriate conduct or practice is reported or observed • Models positive professional or ethical behavior at all times • Reflects on personal professional practice	• Empowers students and colleagues to display and hold each other accountable for professional, ethical, and respectful behavior at all times • Articulates and communicates professional, ethical, and respectful behavior to all stakeholders, including parents and the community • Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times • Involves others in regular reflective feedback on practice
2.1.2 Time Management	• Rarely or never establishes timely objectives or priorities focused on student achievement • Rarely or never establishes timely communication	• Establishes short-term and long-term objectives and priorities that are inconsistently focused on student achievement • Inconsistently establishes timely communication • Occasionally prioritizes activities unrelated to student achievement	• Short and long-term objectives and priorities are focused on student achievement • Models effective and timely communication • Objectives and priorities attempt to meet future needs • Sets appropriate timelines.	• Objectives and priorities are consistently evaluated to focus on student achievement • Consistently anticipates future needs and sets appropriate timelines in advance • Consistently establishes timely communication

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	• Prioritizes activities unrelated to student achievement and does not anticipate future needs	• Inconsistently anticipates future needs and sometimes sets appropriate timelines		• Monitors use of time to identify areas that are not being effectively utilized
2.1.3 *Using Feedback to Improve School Performance and Student Achievement*	• Avoids or underutilizes feedback • Rarely or never applies feedback to shape priorities or improve student achievement	• Accepts feedback from any stakeholder when it is offered but does not actively seek out such input • Inconsistently acts upon feedback to shape strategic priorities that are designed to improve student achievement	• Actively solicits feedback and help from all key stakeholders • Regularly incorporates feedback to help shape strategic priorities designed to improve student achievement	• Develops and implements efficient systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders that results in improved school and student performance • Establishes ongoing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback
2.1.4 *Initiative and Persistence*	• Rarely or never achieves expected goals • Rarely or never takes on additional, voluntary responsibilities or potential partnerships that could contribute to school success • Is ineffective in identifying and	• Achieves some, but not all, expected goals • Inconsistently takes on additional, voluntary responsibilities and potential partnerships that contribute to school success • Inconsistently identifies and attempts to remove some obstacles to student achievement	• Consistently achieves expected goals • Engages with key stakeholders at the district and state level, and within the local community, to create solutions to the school's obstacles to student achievement • Identifies and removes the most significant obstacles to student achievement	• Consistently achieves expected goals and often exceeds expectations to accomplish ambitious goals • Anticipates, identifies, and removes the most significant current and potential obstacles to student achievement • Takes a leadership role within the district and local community

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	removing obstacles to student achievement • Rarely applies current educational research to inform practice	• Inconsistently applies current educational research to inform practice	• Applies current educational research to practice as appropriate	to create solutions to the school's obstacles to student achievement and contributes to the profession at all levels • Applies current educational research to practice as appropriate

2.2 Intentional and Collaborative School Climate
Principals establish a climate of trust and collaboration among school staff, students and the community and ensure that the school is inclusive, culturally responsive and conducive to student learning. They build positive relationships by effectively communicating, managing conflicts and forging consensus for improvement.

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2.2.1 *Building Positive Relationships*	• Is ineffective in establishing a school climate based on trust and collaboration among and between students, parents, staff, and the community • Rarely or never monitors school climate to ensure that it is conducive to student learning	• Understands the need to, but is minimally effective in, establishing and maintaining a school climate based on trust and collaboration among and between students, parents, staff, and the community • Inconsistently monitors school culture to ensure that it is conducive to student learning	• Establishes and maintains a school climate based on trust and collaboration among and between students, parents, staff, and the community • Consistently monitors school climate to ensure that it is conducive to student learning • Builds relationships to address culturally responsive practices	• Establishes and maintains a school climate based on trust and collaboration among and between students, parents, staff, and the community • Consistently monitors school climate to ensure that it is conducive to student learning • Parents, staff and community have ownership regarding student learning initiatives • The school is a model for the district for relationships that embrace culturally responsive practices
2.2.2 *Communication*	• Rarely or never	• Communicates most, but not all,	• Communicates key concepts, such	• To the extent possible,

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	communicates key concepts to stakeholders • Interacts with a limited number of stakeholders and fails to reach several key groups and organizations • Does not utilize different approaches to communication or ineffectively utilizes several means of communication • Responses to contact from parents and community members are neither timely nor meaningful	key concepts to stakeholders • Interacts with a variety of stakeholders but does not yet reach all invested groups and organizations • Utilizes a limited number of means and approaches to communication • Interacts with a limited number of stakeholders and leadership teams • Communications with students, staff, and the community are focused on immediate activities or problems • Occasionally responds to contact from parents and community members	as the school's goals, needs, improvement plans, successes, and failures to stakeholders • Interacts with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. • Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, newsletters and websites • Responds meaningfully and promptly to contact from families and community members	communicates key concepts in real time to stakeholders • Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate • Varies communication strategies to fit different audiences • Monitors the effectiveness of different communication strategies and adapts as necessary

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2.2.3 Conflict Management and Resolution	• Does not model fairness and consistency when dealing with staff or students • Limits involvement in relationship building and conflict management to defusing tense or problematic situations • Unaware of conflicts as they develop • Frequently becomes defensive, loses his or her temper, or takes it personally when faced with a difficult situation • Ignores or subverts executive and policy decisions that are unpopular or difficult	• Inconsistently models fairness and consistency when dealing with staff or students • Interacts with students, staff and other stakeholders on an as needed basis in order to defuse potentially stressful situations • Acknowledges that a conflict exists, but avoids addressing the issue • Attempts to manage his or her emotions, but may not be able to maintain a respectful and open conversation in the face of an emotional or sensitive situation • Hesitates to bring concerns to the attention of executive and policy authorities	• Models fairness and consistency when dealing with students and staff • Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging • Recognizes that conflict is inevitable, depersonalizes disagreement, and utilizes varying points of view • Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner	• Demonstrates self-control in difficult and confrontational situations • The school community reflects a shared commitment to self-control, empathy and respect • Anticipates conflict and is proactive in diffusing and resolving disagreements among stakeholders • Utilizes varying points of view as a force for positive change

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2.2.4 Forging Consensus for Improvement	• Fails to identify areas in which agreement and/or consensus is necessary • Rarely or never manages or develops a process for improvement • Rarely or never seeks out input or secures cooperation – making unilateral, arbitrary decisions • Demonstrates an inability to develop a process for change and/or improvement and does not seek out cooperation in making decisions that affect the school community	• Identifies areas where agreement is necessary but has not implemented strategies to achieve that agreement • Manages improvement processes without required building systems and/or securing the cooperation needed to support the change process • Asks for input, but is not successful in securing cooperation from stakeholders	• Uses effective strategies to work toward a consensus for improvement • Secures cooperation from key stakeholders in developing the school's improvement plan • Secures cooperation from stakeholders in implementing the school's continuous improvement plan	• Celebrates progress while maintaining a focus on continued improvement • Staff articulate and "own" improvement strategies • Encourages collaboration and incorporates different perspectives and dissenting voices • Monitors and assesses the school's continuous improvement plan and makes revisions and adjustments based on strengths and areas of concern

2.3 School Management

Effective principals manage school facilities and finances and work within policies to create a productive workplace for school improvement and student achievement. They are active when policies should be changed to better reflect school, district and state goals.

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2.3.1 Managing the Learning Environment	• Does not ensure that the school is safe • Does not develop a calendar of building activities and events • Does not cooperate with district maintenance supervisors in the support and direction of custodial personnel	• Attempts to create a safe learning environment, but some unaddressed safety issues may exist • Develops a calendar of activities and events, but does not regularly update it, resulting in conflicts between different groups who wish to use the building during the school day and outside of school hours • Occasionally cooperates with district buildings and grounds in the supervision and direction of custodial personnel	• Supervises facilities and equipment management to ensure a safe learning environment • Maintains an updated and accessible school calendar of activities and events • Cooperates with district buildings and grounds in the supervision and direction of custodial personnel	• Supervises facilities and equipment management to ensure a safe learning environment • The school community takes initiative and ownership to support a safe and effective learning environment • Identifies creative solutions to maximize and share space • Identifies creative ways to involve the school community in helping to keep the learning environment clean and maintained
2.3.2 Financial Management	• Does not develop required budgets • Performs ineffective budget management • Exceeds school budget	• Develops required budgets • Manages budget within guidelines • Stays within school budget most of the time	• Conducts needs analysis and budget planning • Manages budget with flexibility and within guidelines • Stays within budget and seeks to have end-of-year surplus	• Conducts budget planning in conjunction with overall school improvement plan • Manages budget with flexibility and seeks approval when variance is needed • Stays within overall budget, but uses resource reallocation to support school improvement plan

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Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2.3.3 Policy Management	• Does not follow policies and procedures • Ignores laws and regulations • Does not meet timing and deadline requirements • Not aware of state and federal policies that directly impact upon school leadership	• Follows policies and procedures sporadically • Complies with laws and regulations when convenient • Meets timing and deadline requirements unpredictably • Has some awareness of local, state and federal policies that directly impact upon school leadership • Does not seek to communicate with local, state and federal policy makers on issues that directly impact upon school leadership	• Follows policies and procedures most of the time • Seeks to comply with laws and regulations consistently • Meets timing and deadline requirements most of the time • Is aware of and understands the implication of policies that directly impact upon school leadership • Communicates with appropriate policy makers to influence policies that directly impact upon school leadership	• Follows policies and procedures consistently, but seeks approval for change if necessary • Complies with all laws and regulations, but seeks clarification if needed • Meets timing and deadline requirements, but seeks extensions for a good purpose • Is aware of and understands the implications of policies that directly impact upon the leader's ability to meet school, district and state goals • Communicates with appropriate policy makers to influence local, state, and federal policies that directly impact upon school leadership • Volunteers for state and national committees developing policy on issues central to school leadership